

NC2014 Coverage at Hazel Leys Academy

The national curriculum for **history** aims to ensure that all pupils:

- * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- * gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- * understand the methods of historical enquiry, including how evidence is used rigorously
- * to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- * gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Coverage KS1 NC POS	Y1	Y2
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		All Change!
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Castles	Seafarers The Great Fire of London
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	Historical Superheroes Fossils and Dinosaurs (Mary Anning)	The Great Fire of London (Samuel Pepys)
significant historical events, people and places in their own locality	Castles (Rockingham)	

Coverage KS2 NC POS	Y3	Y4	Y5	Y6
changes in Britain from the Stone Age to the Iron Age	Stone Age to Iron Age			
the Roman Empire and its impact on Britain		Roman Invasion		

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Britain's settlement by Anglo-Saxons and Scots		Anglo-Saxon Settlers		
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		To 1066		
a local history study	Spirit of Corby	Anglo-Saxon Settlers		A Child in Wartime
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Spirit of Corby		Monarchy, Government and Power Tudors	The Victorians
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China			Ancient Egypt	
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Ancient Greece			
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.				The Maya